St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

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1.4				

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St John and St Nicolas Schools Federation
Equality Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does.
It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

1: Aim
We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the schools, irrespective of their socio-economic background and the following protected characteristics: age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or pregnancy and maternity. We aim to develop a culture of inclusion and diversity in which all those connected to the schools feel proud of their identity and are able to participate fully in school life.

Governors are committed to ensuring inclusive teaching and that all children are provided with the opportunity to succeed. Because of this, they will monitor children's achievement by race, gender and disability and will use this data to support pupils and raise standards.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

In our federation, we believe that diversity is a strength that should be respected and celebrated by all those who learn, work and visit here.

2: Purpose of Policy

The purpose of this policy is to show how we are integrating equality into the schools' core priorities and functions, which enables us to:

- Demonstrate how promoting equality and eliminating discrimination can help to raise standards
- Ensure that equality and diversity are part of the federation's core business both as a provider of education and as an employer
- Promote community cohesion and good relations between pupils and staff of different backgrounds through education
- Place each school in a position which is regarded by everyone as an environment that affords respect and fair treatment of all

3: Applicability

This Equality Policy applies to all of the federation's pupils, staff, governors, parents/carers, visitors and community users.

The policy supports our responsibilities in relation to the Public Sector Equality Duty under section 149 of the Equality Act 2010. This states that, in carrying out their functions, public bodies, including schools, are required to have due regard to the need to: -

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

The Equality Act 2010 has broadened the groups that are protected to include nine protected characteristics. The protected characteristics are:

(i) **Age:** where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

(ii) **Disability:** a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

(iii) **Gender Reassignment:** the process of transitioning from one gender to another.

(iv) **Marriage and Civil Partnership:** In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

(v) **Pregnancy and Maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in

the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

(vi) **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

(vii) **Religion or Belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

(viii) **Sex:** A man or a woman.

(ix) **Sexual Orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex, to both sexes or to neither sex.

To show how we are complying with the Act, we are required to:

- Publish information that illustrates how our schools impact on the different protected characteristics
- Investigate, set and publish objectives that will improve equality in our schools

4: Aims and Objectives

In our federation, we will ensure compliance with relevant legislation and that no one with a protected characteristic receives less favourable treatment.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by race, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the schools, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents/carers in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole federation population, which are inclusive and reflective of our pupils

5: Reasonable Adjustments

In our federation, we are aware of our duty under the Equality Act 2010 to provide reasonable adjustments for disabled pupils. A disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on the pupil's ability to carry out normal day-to-day activities.

We take positive steps to ensure that disabled pupils can fully participate in the education provided by the schools and that they can enjoy the other benefits, facilities and services that we provide for pupils.

6: Roles and Responsibilities

The responsibilities of the Governing Board

- To adopt and monitor the Equality Policy and equality objectives
- Ensure the federation takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour
- Support and guide the federation to have 'due regard' for equality in all its functions
- Ensure the federation complies with the two 'specific' duties to publish equality information and objectives
- To designate a named governor, or collective group of governors by virtue of their membership of the Equality Working Party, with responsibility in this area to ensure that the federation eliminates unlawful discrimination and promotes equality of opportunity

The responsibilities of the Executive Headteacher

- To implement the federation's Equality Policy within the schools
- To provide appropriate training for staff in equal opportunities and diversity and its implications for teaching and learning
- To ensure all staff are aware of their responsibilities in relation to equality and diversity
- To ensure that all staff appointment panels give due regard to this policy in order that no one is discriminated against when it comes to employment, pay, performance management, promotion and training opportunities
- To promote the principles of equal opportunity and diversity when developing the curriculum, as well as promoting respect for other people in all aspects of the schools' work
- To ensure that due regard is given to the principles of equality and diversity with respect to all federation policies and procedures
- To encourage staff to intervene in a positive way against any occurrence of discrimination
- To treat all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness
- To report any serious incidents involving equality and diversity implications to the Governing Board via the termly headteacher report to governors (i.e. three times per annum)
- To provide the Governing Board with appropriate data to enable them to monitor equality

The responsibilities of all Staff: teaching and non-teaching

- To contribute to the achievement of the federation's Equality Objectives
- To adhere to the federation's Equality Policy
- To ensure that all staff, adults and pupils are treated fairly, equally and with dignity and respect
- Not to discriminate against any member of staff, adult or pupil

- To take care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images based on race, gender and disability and challenge stereotypical images
- To take care when designing long-term planning, paying due regard to the choice of topic to study and how to approach sensitive issues
- To challenge any incidents of prejudice or discrimination and report these to the Executive Headteacher or Governing Board as appropriate

The responsibilities of Pupils

- To adhere to the federation's Equality Policy within the schools' premises, when representing the schools at off-site events and when travelling to and from each school
- To treat all staff, adults and other pupils fairly, equally and with dignity and respect.
- Not to discriminate against any member of staff, adult or pupil. Prohibited behaviour is set out in section 7 below
- To raise any incidents of prejudice or discrimination and report these to a teacher immediately

The responsibilities of Parents/Carers

- To adhere to the federation's Equality Policy in all communication with either school and when on school premises
- To treat all staff, adults and pupils fairly, equally and with dignity and respect
- To raise any incidents of prejudice or discrimination with the Executive Headteacher/Heads of School

7: Prohibited Behaviour under the Equality Act

Harassment on account of any of the protected characteristics is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs, according to a student's individual circumstances.

Racist and homophobic incidents, and other incidents of harassment or bullying, are dealt with by the member of staff present, escalating where necessary. All incidents are reported to the Executive Headteacher as they occur and later to the Governing Board.

Harassment on grounds of any of the protected characteristics or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incidents include:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender reassignment or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia

- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation or gender reassignment
- Discriminatory comments in the course of a discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference, e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds or race gender, disability, sexual orientation or gender reassignment

8: Responding to and Reporting Incidents
It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the schools.

Incidents relating to staff will be dealt with under the following policies and procedures (as appropriate):

- Disciplinary Procedure for Schools
- Code of Conduct for Schools
- Schools Grievance Procedures
- Responding to Bullying and Harassment Policy for Schools

Incidents involving the Governing Board should be referred to the Chair of Governors.

Incidents should be reported using CPOMS or directly to the Executive Headteacher (or Head of School in their absence).

9: Monitoring and Review
The School Management Team and Governing Board recognise that action and progress in relation to equality and diversity needs to be monitored and analysed and in order to do this, we will:

- Assess the impact of our policies, practices and procedures
- Review the federation's Equality Policy in line with current legislation and any other improvements identified
- Review the Equality Objectives annually and publish them at least once every four years
- Monitor data on pupils' achievements, attendance and participation by race, gender and disability and use this to inform strategies to raise attainment
- Monitor the requirement and selection process to ensure that no individual applying for a post at either of the schools is discriminated against
- Monitor the schools' admissions, behaviour and exclusion policies to ensure that pupils from minority groups are not disadvantaged as a result of the application of these procedures
- Monitor the use of services to ensure that all sections of the wider community have equal and fair access to services provided
- Monitor the non-use of school services and take action if barriers to access school services exist

- Undertake workforce profiling, including the monitoring of workforce and student demographics across both schools
- Ensure information is available in alternative formats and languages if at all possible, and that meetings are held in accessible buildings and at suitable times
- Disabled parking: blue badge holders are advised to let the school in question know, so they can be helped to access the school as easily as possible

10: Published Data

We will publish the following data on the federation website:

- Equality objectives will be published at least once every four years
- Equality data relating to pupils who share a protected characteristic will be published annually to show how the federation is complying with the Public Sector Duty

11: Equality Objectives

Equality objectives are published separately to the policy and will be clearly available on the federation website. Progress against these objectives will be monitored annually.

12: Further Documentation

- Equality Act 2010
- Department for Education Advice: The Equality Act 2010 and Schools (May 2014)

13: Other Related Statutory Policies for Schools

- Schools Behaviour
- Admissions Arrangements
- Behaviour Principles Written Statement
- Complaints (incorporating the Complaints Procedure)
- Accessibility Plan
- Premises Management Documents
- Schools Information Published on a Website
- Capability of Staff (Staff Capability)

The following Model policies are also available to those schools that purchase services from WBC HR via SLA Online:

- Disciplinary Procedure for Schools
- Code of Conduct for Schools
- Schools Grievance Procedures
- Responding to Bullying and Harassment Policy for Schools